

**Unit Title:** Understand the youth justice system as it relates to residential childcare

OCR unit number: 18  
 Sector unit number: RCC 3.18  
 Level: 4  
 Credit value: 3  
 Guided learning hours: 30  
 Unit reference number: J/506/7606

**Unit aim and purpose**

This unit provides the knowledge and understanding required in residential childcare settings about the development of children and young people.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand why children and young people in care are vulnerable to engagement in offending behaviour</p>	<p><b>The Learner can:</b></p> <p>1.1 Define the term ‘offending behaviour’</p> <p>1.2 Summarise <b>theories</b> relating to youth offending</p> <p>1.3 Analyse factors that make children and young people in care particularly vulnerable to engagement in offending behaviour</p>	<p><b>Theories</b> including</p> <ul style="list-style-type: none"> <li>• Pathways theory</li> <li>• Good lives model</li> <li>• Theory of Social Capital</li> <li>• Labelling theory</li> </ul>
<p>2 Understand how to reduce the risk of criminalisation of children and young people</p>	<p>2.1 Define the term ‘criminalisation’</p> <p>2.2 Explain how poor behaviour management strategies can escalate the criminalisation of children and young people</p> <p>2.3 Analyse the risks of systematically classifying behaviour as offending rather than seeking alternative responses</p> <p>2.4 Describe <b>methods</b> to reduce the risk of criminalising children and young people</p>	<p><b>Methods</b> including restorative approaches</p>

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	2.5 Describe principles of the organisation's Police Involvement Policy	
3 Understand partnership working in the youth justice system	1.1 Outline the role of <b>agencies involved</b> in the youth justice system  3.1 Describe the practitioner's role in relation to the youth justice system  3.2 Analyse <b>assessment tools</b> used in the youth justice system  3.3 Explain how to contribute to a holistic care plan for a child or young person who is engaged with the youth justice system  3.4 Describe processes for informing social workers, and those with parental responsibility, of police involvement	<b>Key agencies</b> including <ul style="list-style-type: none"> <li>• Youth offending teams (YOT),</li> <li>• Probation Service,</li> <li>• Crown Prosecution Service (CPS),</li> <li>• Drug and Alcohol Services, Education Services,</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> </ul> <b>Assessment tools</b> including <ul style="list-style-type: none"> <li>• National Standards for the Youth Justice Service</li> <li>• Asset and Onset Framework</li> <li>• Common Assessment Framework</li> </ul>
4 Understand the court system as it relates to youth justice	4.1 Outline legislation relating to the court system for youth justice  4.2 Describe the sentencing process  4.3 Explain the function of Court Reports  4.4 Summarise the main <b>disposal options</b> for children and young people  4.5 Describe systems for supporting compliance with disposal requirements  4.6 Explain ways <b>to minimise the high level of breaches</b> of disposal requirements by young people in residential childcare	<b>Disposal options</b> including <ul style="list-style-type: none"> <li>• pre-court measures (youth caution, youth conditional caution, final warnings and reprimands)</li> <li>• Anti Social Behaviour measures (Acceptable Behaviour Contract, Anti Social Behaviour Order)</li> <li>• Other measures (local child curfew, gang injunctions, youth restorative disposal)</li> <li>• Community sentences (youth rehabilitation order, referral order, fine, conditional discharge, absolute discharge, drinking banning order)</li> <li>• Custodial sentences</li> </ul> <b>Minimise the high level of breaches:</b> includes accompanying the young person to and from appointments and providing

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	4.7 Describe processes for responding to breaches of disposal requirements	the corporate parent role in court
5 Understand the experience of the secure estate	5.1 Describe the different types of secure settings experienced by children and young people  5.2 Analyse why children and young people in secure settings are at higher risk of <b>poor outcomes</b> than others in residential childcare  5.3 Describe approaches that improve outcomes for children and young people in secure settings	<b>Poor outcomes</b> includes outcomes in relation to <ul style="list-style-type: none"> <li>• physical health and wellbeing</li> <li>• mental health</li> <li>• learning and educational achievement</li> <li>• the establishment and maintenance of positive relationships with family and friends</li> </ul>
6 Understand how to achieve successful transfer within and out of the secure estate for children and young people	6.1 Describe the challenges faced by children and young people who are moving <b>within</b> and out of the secure estate  6.2 Analyse factors for the successful transfer of children and young people between settings within the secure estate  6.3 Analyse factors for the successful resettlement of children and young people in the community	<b>Within</b> the secure estate: including transfer to adult secure settings and specialist services

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development. As such, the unit may provide evidence for SCDHSC 0386.

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

## Additional information

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We do not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website [www.ocr.org.uk](http://www.ocr.org.uk).